

**The Report of the  
Accreditation Visiting Team**

**North Davis Junior High School  
835 South State Street  
Clearfield, Utah 84015**

**October 29-30, 2003**



Utah State Office of Education  
250 East 500 South  
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Salt Lake City, Utah 84114-4200

**THE REPORT OF THE  
VISITING TEAM REVIEWING**

**North Davis Junior High School  
835 South State Street  
Clearfield, Utah 84015**

**October 29-30, 2003**

**UTAH STATE OFFICE OF EDUCATION**

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## **FOREWORD**

A major purpose of the accreditation process is to stimulate inservice growth and school improvement. Consequently, requirements include not only meeting the standards of the Utah State Office of Education, but also completing a school evaluation every six years.

School evaluation is that effort by the local school staff to take a comprehensive look at the school's program, operation, and effect. The school determines how closely its purposes and philosophy coincide with its actual practices and the degree to which its stated objectives are being reached. It is a three-phased program: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, October 29-30, 2003, was conducted because of the school's desire to ensure quality education for all students in the school, and to meet the requirements referred to above.

The entire staff of North Davis Junior High School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the Visiting Team. The excellent leadership given by Principal Curtis Stromberg is commended.

The staff and administration are congratulated for the generally fine program being provided for North Davis Junior High School students, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more adequately meet the needs of the students of North Davis Junior High School.

Steven O. Laing, Ed.D.  
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*10/30/03*

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**NORTH DAVIS JUNIOR HIGH SCHOOL  
ADMINISTRATION AND STAFF**

**School Administration**

Curtis Stromberg..... Principal  
Janet Johnson ..... Assistant Principal  
David Birch..... Assistant Principal  
Jefferson Powers ..... Administrative Intern

**Counseling**

Gaylene Wilcox ..... Counselor  
Judee Murray ..... Counselor  
Van Hutchison ..... Counselor

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Cheryl Young..... Attendance Secretary  
Paula Kite..... Office Assistant  
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David DeMille	Steve Moore	Paul Walton
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Lila Gisler	Judee Murray	Ken Wright
David Griffin	Robin Palmer	

## **NORTH DAVIS JUNIOR HIGH SCHOOL**

### **MISSION STATEMENT**

The mission of North Davis Junior High School, in collaboration with parents and community, is to prepare students to realize their highest potential, to achieve economic independence, and become productive, contributing, and well-balanced members of society by providing quality instruction and curriculum in a safe and caring environment.

### **BELIEF STATEMENTS**

1. Each student is a valued individual with unique physical, social, emotional, and intellectual needs.
2. A student's self-esteem is enhanced by positive relationships and mutual respect among and between students and staff.
3. Students learn best when they have appropriate opportunities for success.
4. Students learn in different ways and should be provided with a variety of instructional approaches to support their learning.
5. Curriculum and instructional practices should incorporate a variety of learning activities to accommodate differences in learning styles.
6. Cultural diversity can increase students' understanding of different people and cultures.
7. A safe and physically comfortable environment promotes student learning.
8. The commitment to continuous improvement is imperative if our school is going to enable students to become confident, self-directed, life-long learners.
9. Schools need to function as a learning organization and promote opportunities for all those who have a stake in the success of the school to work together as a community of learners.
10. Teachers, administrators, parents, and the community share the responsibility for advancing the school mission.



## **MEMBERS OF THE VISITING TEAM**

Susan Sweet, Roy Junior High School, Weber School District,  
Visiting Team Chairperson

Terri Lynn Cook, West Hills Middle School, Jordan School District

Terry L. Smith, Elk Ridge Middle School, Jordan School District

Devon Tufts, Orem Junior High School, Alpine School District

Shannon Hoskins, Sand Ridge Junior High School, Weber School District

**VISITING TEAM REPORT**  
**NORTH DAVIS JUNIOR HIGH SCHOOL**

**CHAPTER 1: SCHOOL PROFILE**

North Davis Junior High School is located in Davis School District in Clearfield, Utah. The school serves approximately 1,000 students in the 7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup> grades. The present school was built in 1939, and a new facility is currently under construction on the same property.

*a) What significant findings were revealed by the school's analysis of its profile?*

The school's profile describes the culture of the school by indicating that North Davis Junior High School has the greatest ethnic diversity of any junior high school in Davis School District, with 296 minority students—nearly 30 percent of the student population. The demographics of the school community are characterized by a high percentage of low-income families (25 percent) and a high mobility rate, resulting in a 25 percent turnover in students last year. Nearly 50 percent of the students live in single-parent or blended family environments. As a result of these and other factors, the school has found it extremely difficult to achieve a high rate of parental involvement in the school. The attendance rate at parent-teacher conferences averages 10-15 percent. Although nearly 800 families have children who attend North Davis Junior High School, the PTSA averages only 10 volunteers per year, and the Community Council consists of five to seven members. Even parent surveys are difficult to accumulate.

Data that has been gathered by school personnel indicates that students at this school struggle with reading comprehension.

Data from many surveys also indicates that most parents and students have relatively “neutral” feelings about the school. The conclusion has been drawn that many parents feel neither connected to the school nor comfortable contacting teachers or coming to school.

*b) What modifications to the school profile should the school consider for the future?*

It is suggested that, in the future, all members of the staff become familiar with and involved in every part the self-study process. It is also suggested that the staff follow the sequential process outlined in School Accreditation Plan developed by the State Office of Education. Further, all stakeholders should have access to and input regarding the information submitted by subcommittees, departments, and

focus groups. Additionally, the school accreditation report should include printed copies of all department analysis and focus group reports.

It is also suggested that information in the student profile indicate how data is disseminated to the staff and used in the decision-making process.

### **Suggested Areas for Further Inquiry:**

- The school profile reiterates that parents are not actively involved in any school processes. It is suggested that the reasons for this lack of participation be explored and addressed so that a specific plan can be organized to recruit a cadre of parents to become involved in all facets of the school decision-making process.
- The school profile states that the improvement of reading skills is the “number one priority.” School personnel may want to discuss the need to include that priority in their list of desired results for student learning.
- It is suggested that school personnel explore the use of rubrics in all assessment processes.

## **CHAPTER 2: THE SELF-STUDY PROCESS**

- a) *To what extent has the school community engaged in a collaborative self-study process on behalf of students?*

The North Davis Junior High School administration and staff began their self-study in 2002 and are to be commended for their efforts in putting the report together. Members of the staff and administration were selected to serve on focus groups and/or department interdisciplinary committees. Primarily, the leadership team led this process of gathering and reporting. There was little evidence of the input by the departments and focus groups in the report; however, through interviews with teachers and documentation gathered during the visit, the Visiting Team found some evidence to support this process on behalf of the students. The staff and administration were honest in assessing where their students are and where they would like them to be. During the visit it became apparent that the staff and administration have a genuine concern for the students at North Davis Junior High.

Despite exemplary efforts on the part of the leadership team, the self-study process evidence was not fully documented. The Visiting Team recognized that the school and its leadership had made a sincere effort to do a thorough job of

collecting and reporting their findings, and considered information collected during the visit beyond what was documented.

The staff and administration are to be commended on their excitement for building a better school community on behalf of the students. With a more thorough understanding of the process, the staff will be able to harness this energy and commitment to initiate a more data-driven action plan. It is the belief of the Visiting Team that the staff will receive this “critical friend” feedback to drive its work in future school improvement efforts.

*b) To what extent does the school's self-study accurately reflect the school's current strengths and limitations?*

Many of the school's strengths discovered by the Visiting Team were not clearly identified in the report. For example, the staff's high level of collegiality, passion for teaching students, and departmental analysis of best practices were not clearly identified in the report.

The self-study document shows that the administration and staff have a clear understanding of where their students come from in terms of home life and family situations. The staff showed a genuine interest in enlisting parental support for their students' education, although there was little evidence of an effort made to involve all stakeholders, including parents and students, in this process. The school visit provided an opportunity for the staff to realize the advantages and opportunities for the stakeholder participation in the process.

The staff and administration have identified several of their strengths; however, they should include more of their efforts in the self-study document. The staff is to be commended for having made a high priority of helping their students to be successful. The staff has identified several potential areas for growth for the school to pursue. The staff recognized that the accreditation process is ongoing, and made adaptations in their goals as the process was evolving. They identified reading as a problem area and addressed this need through a schoolwide reading program across the curriculum.

Additional data and analysis are required to pinpoint achievement gaps and potential improvement targets. The Visiting Team recommends that the staff use, and report the use of, data-driven decisions on behalf of the students, including CRT and SAT test scores and other data they have collected and disaggregated.

### CHAPTER 3: INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS

The administration and staff of North Davis Junior High School identified six areas of need for student learning as they developed their DRSLs. They narrowed their focus to three DRSLs they regarded as being of primary importance to student learning:

1. Thinking and Reasoning Skills
2. Learning-to-Learn Skills
3. Personal and Social Responsibility

#### **Shared Vision, Beliefs, Mission, and Goals:**

- a) *To what extent did the school facilitate a collaborative process to build a shared vision for the school (mission) that defines a compelling purpose and direction for the school?*

There is evidence that the entire school was involved in the process of developing shared mission and belief statements. Teachers were asked to review old mission statements and to list concepts in order of importance for inclusion in the mission and beliefs statements. There was a limited role in this process for students and parents, although some effort was made to include them.

The mission statement was based upon information and data from the school profile and the results of the survey conducted among teachers.

- b) *To what extent has the school defined a set of beliefs that reflect the commitment of the administration and staff to support student achievement and success?*

The school's belief statements address some of the key issues pertinent to student learning, decision making, and policy development. They do not fully define the purpose or the direction of the school. They do reflect student learning as a top priority at North Davis Junior High School.

- c) *To what extent do the school's mission and beliefs align to support the school's desired results for student learning (DRSLs)?*

Most of the school's goals reflect the school's priorities for improving student learning, as well as instructional and organizational effectiveness. Most of the goals are focused on academic student learning.

Departments may have established methods for measuring the desired results of student learning, but these are not included in the accreditation manual. There is evidence of individually established measurements by individual teachers. Again,

this was not included in the manual, but was shared with the Visiting Team by individual teachers who were aware of the self-study process.

**Curriculum Development:**

- a) *To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards and the Utah Core Curriculum (with inclusion of the Utah Life Skills)?*

The curriculum is based on clearly defined standards: the Utah State Core Curriculum and the Davis County DESK (Davis Essential Skills and Knowledge) Standards. Both reflect the identification of essential skills and knowledge for specific subject areas and student learning in general.

The staff has been involved in mapping and other forms of study and curriculum development, but the results are not in the manual.

- b) *To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's desired results for student learning?*

There is evidence that the staff has worked together during the last year or year-and-a-half to improve the curriculum and student learning. This is especially true of the implementation of the reading directive. There is evidence in almost every classroom that an emphasis is placed on student learning as it relates to the ability to read. Focus groups are working with reading strategies, faculty groups are reporting to each other about the results of various strategies, and there is a schoolwide effort to promote reading, with time set aside daily for that purpose. However, reading is not an identified DRSL.

There is evidence of collaborative work across the curriculum in focus groups, but little written documentation concerning departmental cooperation. Several teachers have indicated that they participated in an analysis of departmental curricula as they relate to DRSLs. However, there are no department reports in the accreditation manual.

Individual teachers analyzed their own lesson plans as they related to the school DRSLs, but the analysis was not shared with the rest of their departments or the school, as far as the Visiting Team can determine; thus, the teachers missed an opportunity to collaborate schoolwide.

There is evidence in every classroom that great things are happening at North Davis Junior High School and that collaboration is occurring. There is, however, little evidence in the accreditation manual to document such collaboration.

### **Quality Instructional Design:**

- a) *To what extent does the professional staff design and implement a variety of learning experiences that actively engage students?*

During classroom visits, the Visiting Team observed multiple teaching strategies, including hands-on activities, small group work, lectures, reading and writing to learn, class discussion, listening quizzes, demonstrations, inquiry, textbook exercises, lab work in TLC and science classes, and presentation of video clips. Teachers within departments have created curriculum maps that reflect the DESK standards.

The Visiting Team encourages teachers within and across departments to continue to incorporate best practices (e.g., cooperative learning, project-based learning) in order to develop higher-order thinking and collaboration and bring about an overall increase in student achievement. The faculty should continue to analyze its assessment data and practices and make connections between that data and current teaching strategies and learning activities. Likewise, aligning teaching and assessment with the DRSLs will help develop strategies for the development of critical thinking skills, collaboration, and effective communication.

- b) *To what extent does the professional staff employ a variety of instructional strategies to ensure the needs of different learners are met?*

A variety of instructional strategies were observed, such as group discussions, projects, small classes, peer tutors, science labs, etc. There are also specific classes designed for particular at-risk populations and students with disabilities.

- c) *To what extent do the professional staff and leadership provide additional opportunities which support student learning?*

The self-study document and teaching staff described programs in place that serve as support systems for student learning. These include the 9-4 alternative program, the Local Case Management Team, the Peace Builders program, District Case Management team, PLATO, Program CARE, Reconnecting Youth, Interactions, Davis Behavioral Health, and student support groups, including a new student group for students whose parents are divorcing.

### **Quality Assessment Systems:**

- a) *To what extent has the staff developed classroom or schoolwide assessments based on clearly articulated expectations for student achievement?*

North Davis Junior High School uses the SAT 9 and the state Criterion Reference Tests (CRTs) for schoolwide assessment. The question asked by the Visiting Team is how the data from the schoolwide testing is used in the development of student achievement goals—either for the school as a whole or for individual classes and subjects. Some departments are using department-wide pre and post assessment to measure progress. The portfolios for both teachers and students are being introduced and emphasized.

The staff is encouraged to continue the process of identifying/developing assessment instruments, providing feedback as to the success of DRSL implementation.

The staff is encouraged to disaggregate and analyze the data as it relates to standardized tests, using this information to drive decision making.

- b) To what extent are assessments of student learning developed using methods that reflect the intended purpose and performance standards?*

The development of assessments is done on a department or classroom level rather than on a schoolwide basis. Ongoing efforts to create schoolwide assessments will provide valuable data on student achievement. Implementing an action plan that is driven by the DRSLs will help facilitate schoolwide assessments.

- c) To what extent are assessments designed, developed, and used in a fair and equitable manner?*

There appears to be a fair and equitable testing process, but there is a lack of disaggregated data to determine specific student needs. Many teachers have developed specific (and apparently well-defined) performance standards for evaluating student work.

### **Leadership for School Improvement:**

- a) To what extent does the school leadership promote quality instruction by fostering an academic learning climate and actively supporting teaching and learning?*

There is strong evidence that the school leadership promotes an academic learning climate and actively supports teaching and learning. The administration recognizes the need for continuous school improvement, and has empowered departments and focus groups to conduct self-assessments. These assessments have identified major strengths, potential areas for growth, and instructional strategies for improving student learning.



- b) *To what extent does the school leadership employ effective decision making that is data-driven, research-based, and collaborative?*

North Davis Junior High is encouraged to monitor student achievement as a result of the implementation of staff development efforts, so that decisions to move in a given direction are based upon good data. The administrative staff is knowledgeable and energetic in its pursuit of implementation of an effective continuous improvement model based on data-driven action steps.

- c) *To what extent does the school leadership monitor progress in student achievement and instructional effectiveness through a comprehensive assessment system and continuous reflection?*

North Davis Junior High School has begun to develop a comprehensive assessment system. This system should use not only state-mandated data, but also additional tools from departments to measure and track student progress in achieving the DRSLs, as well as progress toward important content standards in each content area. This will provide a more complete summary of student achievement and instructional effectiveness.

- d) *To what extent does the school leadership provide skillful stewardship by ensuring management of the organization, operations, and resources of the school for a safe, efficient, and effective learning environment?*

The school leadership, along with the staff, excels in this area. It is evident that students feel comfortable and secure in their school environment. Much progress has been made in providing a safe and effective learning environment. Students appear orderly, and are respectful toward each other. No problems with tardiness or unsupervised students in hallways were noted.

- e) *To what extent does the school leadership make decisions related to the allocation and use of resources which align with the school goals, the achievement of the DRSLs, and school improvement efforts?*

The leadership is very effective in using limited resources to focus on schoolwide student achievement. An example of this is a fall pre-school retreat provided for team building and collaboration. Efforts are being made to make the DRSLs part of the common language of the school.

- f) *To what extent does the school leadership empower the school community and encourage commitment, participation, collaboration, and shared responsibility for student learning?*

The school leadership empowers the staff and community to participate in decisions that affect student learning. A more concerted effort is needed to incorporate parents into the decision-making process. This needs to become a

priority of Community Council and PTSA agendas. The SEOP process, school newsletter, web pages, e-mail, and student handbooks can be employed to reach parents and the school community. Apart from student surveys, student voices need to be brought into the process.

### **Community Building:**

- a) *To what extent does the school foster community building and working relationships within the school?*

North Davis Junior High has determined that it needs to have more and stronger community relationships. The school has made a real effort to determine, through several surveys, the issues that are important to the stakeholders involved with the school. Goal #3 of the school action plan describes the need for an increase in parent involvement in the school community. Efforts will be made to have a more active Community Council. North Davis is devoting a great amount of effort to the process of collaboration across departments, to foster collegiality and to provide cross-curricular connections for students. The Visiting Team encourages the continuation of these collaboration processes.

- b) *To what extent does the school extend the school community through collaborative networks that support student learning?*

In order to extend school community networking, North Davis has articulated action steps to accomplish Goal #3 that include production of teacher web pages for communication with parents regarding student status, teacher and school goals, and the need for parent involvement in the educational/social processes. It was also indicated that the City of Clearfield has become very much involved with the planning and construction of the new building for North Davis Junior High, and that the new complex will be a focal point for the community, including a community pool as a wing of the school and school grounds that are also a city park. The school also has school and PTSA newsletters whereby it can inform the public of student and faculty accomplishments, activities, upcoming events, and the need for parent/community involvement. It is recommended that the school community continue to work to involve more parents in volunteer and decision-making efforts in the school. The new campus and school/community complex should provide a great opportunity to strengthen these networks. It is important to use all such opportunities to build the community culture.

### **Culture of Continuous Improvement and Learning:**

- a) *To what extent does the school build skills and the capacity for improvement through comprehensive and ongoing professional development programs focused on the school's goals for improvement?*

The information provided indicates that professional development at North Davis Junior High is a still-developing and ongoing process. The action plan addresses professional development directed toward improving reading and understanding the effects of poverty on the level of mastery on standardized tests. Staff development time has been regularly scheduled on Friday afternoons, and those opportunities should continue. Eighty-five percent of staff members have participated in professional development or college courses during the last 12 months. Summer retreats have been used, and will continue to be used, to provide faculty and staff development opportunities. These opportunities have greatly strengthened the unity and sharing attitude of the faculty.

The Visiting Team recommends that professional development efforts continue and include the regular sharing of information gathered from workshops, conferences, and individual experiences. The cross-curricular sharing of this information should be an integral part of ongoing professional development.

- b) *To what extent does the school create conditions that support productive change and continuous improvement?*

The Visiting Team believes that the process of this accreditation self-evaluation and report has been valuable to the school community. It is evident that it has helped to build and strengthen relationships, collaboration, and trust within the faculty and between the staff and the administration. Opportunity is provided monthly for collaboration and sharing of information.

The Visiting Team commends the efforts of all staff members. The Visiting Team also recommends a continuation of departmental meetings at a regular time each month, with an administrator present and an agenda that focuses on the action plan. It is extremely important to continue both inter- and intra-departmental collaboration to provide the opportunity for “students to realize their highest potential,” as stated in the school's mission statement.

#### **CHAPTER 4: NORTHWEST ASSOCIATION OF ACCREDITED SCHOOLS (NAAS) STANDARDS I-XI**

North Davis Junior High School has chosen to become a member of NAAS. Most middle levels schools in Utah do not belong to NAAS---it is their choice.

##### **Standard I – Educational Program**

This standard is met. North Davis Junior High offers a full range of classes to meet the requirements of NAAS and the Utah State Office of Education.

**Standard II – Student Personnel Services**

This standard is met.

**Standard III – School Plant and Equipment**

This standard is met.

**Standard IV – Library Media Program**

This standard is met.

**Standard V – Records**

This standard is met.

**Standard VI – School Improvement (This is addressed in the self-study.)**

This standard is met. The school's activities for school improvement are covered in detail in other sections of this report.

**Standard VII – Preparation of Personnel**

This standard is met.

**Standard VIII – Administration**

This standard is met.

**Standard IX – Teacher Load**

This standard is met.

**Standard X – Activities**

This standard is met.

**Standard XI – Business Practices**

This standard is met.

## CHAPTER 5: SCHOOL IMPROVEMENT EFFORTS – ACTION PLAN

- a) *To what extent is the schoolwide action plan adequate in addressing the critical areas for follow-up?*

The school's action plan addresses three goals:

1. Students will read and comprehend at an appropriate level.
2. Students will perform at mastery or near mastery on standardized tests.
3. Parental involvement at North Davis Junior High School will increase.

While the action plan addresses these goals, it does address the issues contained in the current level of achievement for the DRSLs. It is not clear that all stakeholders understand the steps that are needed to ensure that curriculum and instruction are aligned with the DRSLs.

Since departmental strengths and weakness were not available in the school profile, it was difficult to assess whether or not all critical areas of need were considered in developing the action plan.

- b) *To what extent is there sufficient commitment to the action plan, schoolwide and systemwide?*

There appears to be adequate commitment to schoolwide improvement based on the dedication and interest of the staff. However the Visiting Team recognizes that not all those who need to be involved in the action plan were aware of the information that was used to determine the school goals or the process that will be put into place to address those needs. All stakeholders need to be involved in identifying critical areas of need based on the data collected.

The second school improvement goal speaks to helping students perform at mastery or near mastery levels on standardized tests. The action plan, however, addresses only the issues of poverty and strategies to improve access to education for ESL and special education students. Dialogue may need to be initiated concerning strategies directed at instructional and curriculum management in the areas of testing that affect all students.

- c) *How sound does the follow-up process that the school intends to use for monitoring the accomplishments of the schoolwide action plan appear to be?*

The school's action plan provides for a number of in-service activities to for staff members to explore and implement strategies for improvement of reading comprehension, and to better understand poverty and inclusion issues as they relate to standardized testing. Throughout this accreditation process, the Visiting

Team has become aware of a heavy reliance on questionnaires for evidence. As the staff monitors and reviews the action plans, attention should be given to various types of data and assessment needed to gauge implementation efforts.

A timeline has been identified to report on the success of each activity included in the action plan. The interim review from the state (after three years) will include a review of the progress toward its stated goals.

## **CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM**

### **Commendations:**

- The staff, students, and administration of North Davis Junior High School are commended for their efforts to create a positive culture and a climate conducive to teaching and learning at North Davis Junior High School. An atmosphere of unity, cooperation, and caring among staff members and between staff and students is immediately evident within the school.
- The staff is commended for utilizing a variety of instructional strategies, activities, and methods in a classroom atmosphere where interaction with students appears to be thoughtful, organized, and extremely friendly.
- The administration is to be commended for providing time each week for teachers to meet together for collaboration, articulation, and professional development activities.
- The school is commended for the infusion of special needs students into regular programs and activities, for the many support programs that are available to students during and after school, and for its collaboration and partnerships with community agencies.
- The staff is commended for its involvement in developing the school's self-study with a willingness to honestly address needs and plan for change. The self-study indicates that this staff is not only well acquainted with the community served, but is also committed to working together to address problems and challenges through a schoolwide action plan.
- School personnel are commended for the maintenance and orderliness of such an old building, and for the absence of the distractions that could be caused by the new construction site surrounding the building.

**Recommendations:**

- The Visiting Team recommends that all written findings from each department analysis group and each focus group be published in the school's self-study document. Furthermore, this information, in its entirety, should be shared in the proper sequence of the accreditation process with the entire staff and other school stakeholders.
- It is recommended that all staff members be involved in all processes of the self-study, including development of DRSLs and focus groups. It is also recommended that priority be placed on the inclusion of parents, patrons, and students on focus group committees.
- It is recommended that many sources of data be considered in the decision-making processes aligned with the self-study. A reliance on the use of surveys was noted. Documentation of the use of other research-based data and evidence is encouraged.
- Goals identified in the school's action plan should be incremental and measurable, with a variety of data driving ongoing revision. It is recommended that strategies for the implementation of change and evidence of data be documented as it is developed.